

# THE EFFECTIVENESS OF MEDIA INSTAGRAM TOWARD THE STUDENTS SPEAKING SKILLS AT ISLAMIC INSTITUTE SUNAN KALIJOGO MALANG

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## Abstract

The use of online learning brings many changes to teach EFL in Indonesia. The teacher should be creative in making a medium to make the students interested in and enjoyed the lesson. The purpose of this study is to know how to use Instagram as a medium for teaching students' speaking skills and students' response toward the treatment of Instagram. This study used Classroom Action Research (CAR) with two cycles. It involved 27 Islamic Preaching and Communication students of Institute Sunan Kalijogo Malang. In the treatment process, the students were asked to make some videos of some chosen topics. The students were asked to fill in the questionnaires of the Instagram implementation. Based on the result of the data analysis, it was concluded that students had improved their speaking skills and given positive responses through the use of Instagram as a medium in learning English.

**Keywords:** *Social Media, Instagram, Speaking, Motivation*

## INTRODUCTION

Nowadays, technology plays an important role in our life. That is because technology makes everything accessible, easier, and less time-consuming. Most of our aspects of life are influenced by the use of technology, for example in education. Raja and Nagasubramani (2018) stated that the use of technology is going in a positive direction, it can be seen from the movement of the technology that tends to the education field for the increasing of teaching and learning activities. It can be seen that today, the reliance and dependence of technology on innovation is completely unavoidable even in schools, universities, and colleges in order to have an easy, smooth journey in education.

The role of technology in the education field also brings their enormous challenges teachers should face. One of the problems is the teacher's attitudes towards the computer and the internet, which are also key factors in the successful implementation of ICT in education. Based on Seraji, Ziabari, and Rokni's (2017) result that the teacher's attitudes are going to be significantly positive in the use of technology at some institutes and schools, because technology in education also can be learned and practiced from the time to time.

The use of education technology which is supporting the teaching and learning process to make a new method or media may fulfil the students' needs. Teachers should make an enjoyable method or medium that may enhance students' motivation in learning the lesson. According to Rao (2019), social media as one of the effects of technologies may bring an effect on improving students' vocabularies in English Learning and Teaching and it is also useful for making the students enjoy the class activity and easy to engage the material.

Besides, the chosen social media should be pushed the students for having motivation to learn in the class or out of the class. The purpose is for making the students enjoy the learning language without any forces to the students. According to Khotimah, Widiati, Mustofa, Ubaidillah (2019) teacher education program should promote autonomous learning for students, then it can be in the form of online learning for making it easier to be accessed by the students.

In achieving the students' needs in learning English, the teacher should understand the students' needs and preferences. According to the Keser and Yavuz (2018), some teachers, especially pre-service English teachers, face some problems in the classrooms such as talkative, noisy, and crowded class that happens because the students have low motivation in learning English. The results are that the students have low motivation in learning English, they are afraid of speaking English, and they are passive learners.

Those kinds of problems also happened to the teaching and learning of English at the Islamic Institute Sunan Kalijogo Malang. The students were not motivated in learning English. The researcher conducted a preliminary study to find out the students' problems. The preliminary study found that some of the students

were reluctant to speak English during online learning activities. Then when the lecturer held a Zoom meeting they were shy to speak in front of their classmates, afraid of making mistakes, and those factors make them have less motivation and this affected their performance in speaking skills.

In fact, speaking is one of the skills that the students should be master in English. It is because speaking does an important role for having communication with other people. Unfortunately, some English teachers do not provide many cases for the learners to speak intensively. It makes the students need improvements by practicing their speaking skill. Based on Samad, Bustari and Ahmad (2017) speaking is known as a skill to share ideas, thought and intention by using a language in oral form. In addition, Harmer (2007) speaking does not only for pronouncing phonemes in a good way, using suitable stress, intonation pattern, and connected but speaking must show a range of different conditions and situations with sequences conditions and strategies.

That reasons make speaking English is very complex and hard to learn. Speaking does not only share what a person wants to talk but there are some elements that should be learned. According to Duong (2014) there are some parts of speaking that should be known and learned by the students;

1) Vocabulary

Vocabulary may be called as "word" by many people. In speaking, the speaker needs to know many words that may explain and express the speakers' opinion. This is important to have a lot of vocabularies before talking in deep conversation.

2) Grammar

Grammar is also language component that should be mastered. Grammar is about general structure that may illustrate the situation and the time of the sentence. Learning the correct grammar is very important to help the listener in understanding the situations or conditions.

3) Fluency

For making the listener gets the information clearly, students have to talk fluently. Fluency is an activity to produce some words orally and arrange it with the correct grammar. It is not easy for people it needs practice and time.

4) Pronunciation

For making our listener accept our information, it is better for the speakers to pronoun the word correctly. It is because some words may have similar pronunciation, for examples like head (hed), hate (heit).

5) Comprehension

Comprehension relates with our understanding about the topic that is talking by the speaker and listener. Having knowledge of the topic is useful for developing two ways understanding. Sometimes, in some conditions the speaker can meet a word that has different meaning in different major, for example likes gaze in general and gaze in pharmacy major.

Based on the explanation of speaking skill above, mastering speaking English is not an easy thing. It needs some knowledge and time to practice a lot. Besides, the students have to learn for communicating information, transferring ideas, or conveying feelings to other people. That is why then the researcher believes that the students need a medium for supporting their speaking skill development.

After knowing the problems that can influence students' motivation in speaking English, knowing what the teachers need to provide at class is also important. There are some elements that the lecturer must to fit with the students, it is very important for the lecturer to have close interaction with the students. According to the Harmer (2007) making the students to speak in a class is very easy. What the teacher needs to teach at the class is good class atmosphere, students who know each other, English which in appropriate level, some active students, a good topic and task. Sometimes there are some shy students who are reluctant to speak in front of their friend. There are some ways based on Harmer (2007) that students may do to solve that problem;

## 1. Preparation

Preparation means an action or process in attempting to be ready before doing something. In speaking, it also needs some preparations. for example, trying to find some information that is related to the topic. By having some factual information, the speaker can engage in the discussion easily.

In his study, Harmer gave an example of stories. So, there is an Australian man who lives in Germany. One day, he wanted to go to a Restaurant. Before he went to the restaurant, he looked the restaurants' menu at Google. Then he prepared how to order the menu. When he felt ready with some possibility phrases to order foods. He moved to the restaurant and ordered the food. Based on his experience, he believed that preparation helped him in making more confident.

## 2. The value of repetition

Repetition in literary works relates to some words and phrases intentionally. Doing repetition is not an activity that should be done only once but you have done it many times. Repeating some words or phrases has many beneficial things; it allows the students to re-correct what they have remembered, and increase their understanding of the new words or phrases.

## 3. Big group, small group

Increasing students' speaking skills practice in daily life is very important. Making a group in the form of a big or small group can be an alternative way for enhancing students speaking skills. By having a group, students have a pace for practicing speaking English with their friends. Then the students can share their ideas, which helps to improve their motivations in learning English.

## 4. Mandatory participation

When the students spoke English habitually, it brings a good atmosphere in the classroom. The students will use English without feeling worried about making mistakes. For making the student can engage with the English class, the teachers may give some tasks that force them to practice English continuously.

There are some ways that can the students do to improve their English proficiency but it still needs the support from their lecturer to help them in order to improve their speaking skill. It is because lecturer is parent of the students at school. Then teacher is also a model for the students at teaching and learning in class.

Based on the explanation above researcher considered social media as an appropriate and suitable medium to solve the students' problems. It is because social media is a tool used by many people. Then the use of social media is effective for increasing students' confidence of speaking English in public. The development of social media very attracts the user especially the young generation that is students. Almost all of the students have an account every kind of all social media.

There are many kinds of social media that have been used for helping improve the four English skills, namely listening, speaking, reading and writing in using the media such as Facebook, Podcast, and Instagram and the like in improving students' speaking skill. Dzakiria and Jassim studies (2019) conducted a research of how Facebook can be a potential medium for improving English Language proficiency. The result of this study showed that the students can enhance their speaking skill but the students prefer to study English using Facebook and it combine with a kind of competitions. The study is made by Alsaleem (2018) also supported that the use of the Facebook the students have been familiar with can enhance their skills and motivations. His study attempted to compare two groups where a group used the Facebook as the learning medium and the other did not use the Facebook as the learning medium to improve their speaking skills.

Besides the Facebook, Instagram is very popular now. Instagram is a social media that is used for sharing pictures, videos and captions or quotes. Some other researchers used Instagram to improve the students' writing skill rather than other skills like speaking. Rahmawati, & Sulistyorini (2019) and S Renaldi (2017) have studied the students' writing by using Instagram to check their writing ability before Covid-19. The result shows the use of Instagram can enhance and fulfil students' need.

The Covid-19 pandemic affected students learning activities. The use of Instagram could be really useful to develop not only for improving students' writing

skills but also their speaking skills. It is supported by previous study conducted by Wulandari (2019), when she worked on students' speaking skills in the department of public relation. She founded that Instagram is very useful for college students in order to show their skill in public relation. Instagram also improves students' speaking English especially their vocabularies and their self-confidence.

In this study, the researcher chose to use "Instagram" as a tool to improve students' speaking skills. Based on Apriyanti, Syofiani, Mukhaiyar & Ramadhan's (2018) research results, the use of Instagram may enhance students' public speaking at Padang University. Instagram may bring a new atmosphere to the teaching and learning process. Another study made by Mercy (2020) found that the use of Instagram by the learners are very high, it means that the teacher may make an effort teach English using Instagram to enhance their motivation in learning English. Then the use of Instagram in sharing photos and videos can improve their self-confidence.

From the studies, it can be stated that Instagram could be used as the learning media to generate students' practice in speaking English. Instagram could raise students' motivation in learning English, especially their confidence to speak in front of public or their friends.

The difference between the previous studies and present study are that some of previous studies used Facebook as a media to share the videos. But in the present study Instagram was used to improve students' speaking skill. In this study, the researcher would ask the students to make videos and also to use competition using Instagram. The competition was intended to improve students' motivation in making and uploading their videos.

Based on the background of the problems, and the previous studies, the researcher formulated two statements of problems in this study; (1) How can the social media Instagram improve the students' speaking skills at the Islamic Institute of Sunan Kalijogo Malang?, (2) How are the students' responses towards the use of Instagram in enhancing their motivation?.

## **METHOD**

The research design used in this study is Classroom Action Research (CAR). This design was implemented because a classroom action research is a kind of research that has the purpose to develop a new strategy in solving the problem. The fundamental purpose of classroom action research is to enhance the practice rather than to produce knowledge. Kemmis and Mc Taggart (1998) defines that classroom action research has a purpose for knowing how to improve teachers' teaching practices in the class. Classroom action research has four basic steps. Those are planning, implementing, observing, and reflecting.

In this study, the researcher took a role as an English lecturer. The researcher taught the Islamic Institute of Sunan Kalijogo Malang in the academic year 2020/2021. Then the researcher used Instagram which is one of social media in the teaching and learning process in the classroom. This study involved the fourth semester students in the department of Islamic Preaching and Communication in the academic year of 2020/2021. The researcher used this subject because the researcher found the problem in their speaking ability during the preliminary study. This class consisted of 27 students with 2 periods of English lesson in a week. One period was 50 minutes, then this class had 2 periods, so that the class has 100 minutes in a week.

The researcher also used 3 instruments; Speaking rubric, Field note and Questionnaire. Speaking rubric was measuring students' grammar, vocabulary, pronunciation, and fluency. The researcher provided a scoring rubric for measuring students' speaking skills in some aspects. According to Brown (2007;352) the purpose of using a scoring rubric is to have a clear specifying target and a suitable judgment based on students' performance. The researcher used Scoring rubric in two times; Initial test and final speaking test. The initial test was administered before the treatment began. The initial test was conducted to find the students' needs. It was done by asking the students to read a text while the lecturer was scoring the students. Then, the final speaking test was held after the treatment had been applied. In here, the lecturer gave a task for making a video that told of their stuff to road. Besides, the purpose of the final speaking test was to compare and analyze the students' improvement after the treatment using Instagram applied. Next, Field note



was used for writing the researchers' notes about perceptions, sensations, interpretations, reflection, and also explanations about the class activity. The aim of having the field note is to help the researcher to take note the students' activity in every meeting. So, the researcher can evaluate what condition needs to be improved in the classroom for the next meeting. The last, questionnaire was distributed to know students' responses in using Instagram as media that is used in improving students' speaking skills. This questionnaire consisted of 10 questions which used the Likert-scale. The questionnaire also used Indonesian language which for making the students understood well the statements and filled in easily.

The classroom action research is a cycle process that has four steps: Planning, observing, evaluating and reflecting (Latief, 2003:106-110). Then in this research used 2 cycles to find out the problems that exist in the teaching and learning process at the classroom.

## RESULTS

The findings consist of the students' results of speaking skill performance and their response through the use of Instagram as a medium for online learning. The study finished in two cycles. It started from first cycle 22<sup>nd</sup> March 2021 as the first meeting, 29<sup>th</sup> March 2021 as the second meeting, 5<sup>th</sup> April 2021 as the third meeting, and 12<sup>th</sup> April 2021 as the fourth meeting. Then in this study, the researcher also used four stages of Classroom Action Research: Planning, Implementing, Observation, and Reflection.

### *Planning*

The materials in this research were based on the instructional objectives stated in the lesson plan. The researcher made the lesson plan based on the syllabus. The research materials included some chapters, such as *introducing friends* and *describing a thing, person, place*. The materials were adapted from the students' workbook. The researcher used that book because it is related to the materials needed by the researcher.

The researcher designed the lesson plan based on the chapters and meetings that have already been stated on the syllabus. Based on the institute format lesson plan, it consisted of the institute's name, class, academic year, subject, class, time

allotment, standard competencies, indicator, stages of learning activities, and assessment. The researcher adopted the Communicative Teaching Language (CLT) approach.

### *Implementing*

In this stage, the researcher took a role as a lecturer in the English Class. Based on the lesson plan, the researcher used the Communicative Teaching Language for four meetings. The first meeting held on 22<sup>nd</sup> March 2021 was focused on building students' knowledge of Introducing ourselves and friends. In this step, the researcher explained more about some phrases that were used in introducing ourselves and friends, more about simple present, and pronoun. In this stage, the researcher showed the power point and videos of the related materials. Then the students were given an exercise for enhancing students' understanding.

The second meeting explained more about how to introduce their friends, and grammar. This step was held on 29<sup>th</sup> March 2021. In this step, the lecturer gave the students some dialogues and a paragraph on how to introduce their friends. Then she gave them a task for making a creative video individually about introducing their friends. They should send the videos in the google classroom.

The third meeting was held on 5<sup>th</sup> April 2021. In this meeting, in the beginning, the teachers did the brainstorming by asking other students about some words that might be used in describing a thing, person, or place. The lectures showed the power point and explained it, then gave them some exercises to improve their understanding.

The last meeting was held on 12<sup>th</sup> April 2021, it was focused on explaining some dialogues or texts describing things, persons and places. The researcher gave some videos that supported their visualization in making the task after the class. Then the lecturer gave the students a task to make the video.

### *Observing*

During the implementation of using Instagram, the researcher used three instruments: speaking tests, field notes, and questionnaires.

### *Reflecting*

In the reflecting step, the researcher analyzed the result of all instruments that were used in this study. The result was evaluated to know the strengths and the weaknesses of the learning and teaching practice. Then the use of Instagram would be sustained if there were problems. Then it would be revised if there were weaknesses in the classroom activities.

In this study, the criteria of success are if 80% students in the Islamic Institute reach score more than 15 points in the final test. The preliminary study was done before the researcher began to research. It was done by asking the students to introduce themselves and asked them to read a text or dialogue in the power point. Then the final study was completed by asking the students to send their videos on the topic that had been discussed in previous meetings.

Based on the result and evaluation data, the researcher concluded that the use of Instagram at the Institute Islamic of Sunan Kalijogo Malang gave a positive effect. In the preliminary study, the researcher found that the students had some problems in speaking English, such as shy to speak in front of their friends, afraid to make a mistake, and having a bad mindset of learning English. Then the researcher attempted to use Instagram, to make them have a feeling of competition in making wonderful videos while changing some aspects of their speaking skill. While the students also got some practices speaking English out of the class.

Based on the scoring rubric and the accumulation data, it was found that there were 23 students or 85% who got more than the minimum criteria. Besides in this study, the criteria of success is when 80% students of the Islamic Preaching and communications got more than 75 as a minimum score. It means that the criteria of success had been fulfilled, then the next cycle was not necessary.

It means that the use of Instagram may improve the students' speaking skills. Then the scores can be compared between the preliminary study and the final test. It is presented in Table 1.

**Table 1 The Progress of Students Speaking skill**

No	Data	Preliminary Study	The Final Scores
1	The average score	69	82.6
2	The number of students that passed the minimum scores	10 students from 27 students	23 students from 27 students

Based on the data above, the average score in the preliminary study was 69 where 10 students passed the minimum scores. While in the final test, the scores were increasing where their average score was 82.6 and 23 students got scores that were higher than the minimum scores. It means that the criteria of success had been achieved.

For knowing students' responses through the use of Instagram as an online learning media, the researcher used a questionnaire that had been distributed in the final test or the fourth meeting. The results showed that 87% students agree that the use of Instagram may enhance students speaking skills and it is fun to be implemented in the teaching and learning process.

## **Discussion**

Social media is a technology that relates to interaction with other people. It is a media for creating, sharing, and exchanging information to virtual communities or networks. The use of social media is also very close with people nowadays. Based on Ansari and Khan's study (2020), in the past social media was used for entertainment rather than education, but right now there is a shift of view about the use of social media, it is used as the learning media. It is because social media has provided something which makes the people become enthusiastic and dynamic in using it to be a resource material, collaborative learning, and interaction. It means that the use of social media can be a medium for improving students' engagement and enjoyment of the lesson. Besides, there are some products from social media, such as Facebook, WhatsApp, Instagram, etc. In this study, the researcher used Instagram as a medium.

According to some researches, the use of social media in English lessons is helpful. It can be shown by Mercy (2020) that the use of social media can help students improve their English skills. His study provides data about the use of Instagram in improving students' vocabulary by using idioms as a caption.

Another research on the use of Instagram is the one conducted by Handayani, Cahyono, and Widiawati. Handayani, Cahyono, and Widiawati (2018) found that the use of Instagram can help improve students' writing skill and get a positive response to the English writing class. The study was followed by 34 EFL students of an Indonesia University. Then the students were taught for making an opinion essay by using Instagram as an instructional medium. Based on that study, a significant score of students' writing opinion essays was found. It was approved if the implementation of Instagram can help the EFL students.

Another previous study that also implement Instagram to improve students' English skills is Wulandaris' study. Wulandari (2020) found that the use of Instagram can help the students of the department of public relation improve their speaking ability. She found that the use of Instagram can boost their vocabularies and confidence at Sanata Dharma University, Indonesia. In her experience, she used basic conversation skills, simulation videos, presentations, speeches, and discussions.

Similar to the previous studies, the concern of this study is to know how to implement Instagram as a medium to improve students' speaking skills. The difference was in the terms of setting, subjects, and procedures of the study. The setting of this study is the Islamic Institute of Sunan Kalijogo Malang. This study also involved the fourth semester of Islamic Preaching and Communication students in the academic year of 2020/2021. The class consisted of 27 students. The procedure began by giving the background of knowledge *on how to introduce yourself and others* by using the Power Point and asked them to read it aloud. In the second stage, the researcher asked them to make a video about *Introducing their friend*. Third, the researcher began to discuss a new lesson about *describing things, places, and people*. In the last activity, the researcher asked the students to make a video that describes their favourite items that brings to road. In this study, the students' videos were submitted in Google Classroom, then the researcher chose the best two videos to be published on Instagram. The two best students got rewards from the researcher.

Based on the result of this study, the students have improved their speaking skills significantly. It can be shown by comparing their pre-test and post-test scores. Then for the students' questionnaires, it can be shown that the students give positive responses to the implementation of Instagram as a medium for improving students' speaking skills.

## **CONCLUSION**

In the preliminary study, the students got some problems in learning English. They are too shy in speaking English during an online class. The students are also afraid of making mistakes and the students have less confidence to speak English. It happens because the students rarely practice Speaking English. Besides, online learning makes the students lazy to practice it.

That problem causes the researcher to use Instagram as a social media to be the medium for improving students' speaking skills. The researcher chose Instagram because nowadays social media is the closest medium with all of the people and most of the students in the Islamic Institute of Sunan Kalijogo have Instagram.

This study used Classroom Action Research (CAR) as a research design. The implementation was done in 4 online meetings. Then each meeting consisted of around 100 minutes. In the first meeting, the researcher built students' knowledge of how to introduce themselves and others. In the second meeting, the researcher asked the students to make a video of Introducing their friends. In the third meeting, the researcher began to explain a new chapter. The chapter is describing things, places, and people. The last meeting was done by asking the students to make a video describing their favorite things to bring when going outside. All of the videos of students' projects were submitted in Google Classroom, then the researcher chose the best two of the videos. The best two videos were published on the Instagram class by the researcher.

After the implementation, the researcher concluded that this study has met the criteria of success. This study showed that 85% (23 students) have passed the standard score. Then based on the students' questionnaire, it was shown that 87% students gave positive responses toward the Instagram implementation.

Concerning the use of Instagram as a medium for improving students' speaking skills, this study offers some suggestions to English teachers, students, and future researchers.

According to most English teachers, teaching English speaking skills is very hard. The teachers lack of asking the students to practice the English at the real life not only at classroom. Practicing is very needed because making English closer with the students is very important for making it as a habit. Using social media besides Instagram can be tried for the students' improvement in English as long as the medium is easy to find and use for the students. The use of Instagram for improving students' other skills also can be attempted.

The study also advises the students use social media such as Instagram to practice their English in the real life. Learning a language is different from that of other subjects. Learning English as a language means that the students should put the language like a habit that should be practiced anywhere and anytime.

For future researchers, it is suggested for implementing Instagram as a medium by using others filters like dubbing, different levels of study, or focus on another skills.

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